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ABSTRACT

This document polls a target group of Fredonia graduates to ascertain their perceptions of the educational experiences that led to an undergraduate degree. The objectives of the survey are: (1) find out the demographic and other characteristics of students attending the State University College, Fredonia; (2) find out the reasons why students selected this particular college; (3) find the types of positions graduates were accepting; (4) examine the relationship between college preparation and employment attainment; and (5) explore suggested areas of instruction so that graduates may become more constructive contributors in society. Using the Student Information Form-1968 of the American Council on Education as a base, a sixteen section instrument comprised of one hundred sixty-five forced-choice and two open-ended items were developed. Mailouts were sent by using a list that included seven hundred fifty-three graduates. A series of follow-ups over a 5-month period resulted in a 60 percent return. The items under study fell into the following five main categories for discussion: (1) demographic information; (2) college life; (3) personal opinion (structured responses); (4) employment (status and expectations); (5) comments (open-ended items). (Author/KE)

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SURVEY - '71

OVERVIEW

Follow-up of 1971 Fredonia Graduates

Helen C. McKee
and
Mildred B. Mills

TEACHER EDUCATION RESEARCH CENTER

STATE UNIVERSITY COLLEGE

FREDONIA, NEW YORK

HE 006 502

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SURVEY - '71

OVERVIEW

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March, 1973

Teacher Education Research Center
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FOREWORD

SURVEY - '71 was conducted to provide information about the graduates of SUC - Fredonia, their reactions to their college education and the influence it had on them. The data could have far reaching effects in planning for the emerging role of the college.

The investigators are grateful for the help and encouragement provided by many college personnel. Among these are: President Dallas Beal, Dr. Joseph Totaro, Dr. Madan Mohan, Dr. Ronald Hull and Dr. J. Brien Murphy. Dr. Daniel Bauman provided assistance in data reduction and analysis.

Sincere appreciation goes to the secretaries, Mrs. Marian Anderson and Miss Chris Halas, for their assistance throughout the project.

Deepest gratitude is extended to the four hundred fifty students who took the time and effort to respond to the questionnaire which makes SURVEY - '71 a reality.

Kenneth G. Nelson, Director
Teacher Education Research Center
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Fredonia, New York 14063

CHAPTER I

THE CHALLENGE

Institutions of higher learning, as well as those at other levels of education, have been criticized for the education which students receive. The challenges facing schools in today's society have been the subject of many studies. Locally, a Long Range Planning Committee which evolved from the President's Commission (SUC, Fredonia) is studying the subject. On the state level, reports have been made by the Proposed Regents State-Wide Higher Education Master Plan Committee, the Committee on the Master Plan of State University of New York - 1972, and the Fleischmann Commission. On a national level, the Coleman Report, the American Council on Education (ACE), and many other agencies have studied the problem areas.

A team of SUC, Fredonia investigators, stimulated by the reports, decided to poll a target group (graduates) to ascertain their perceptions of the educational experiences which led to an undergraduate degree.

Objectives

Therefore, a survey of all 1971 graduates in a baccalaureate degree program was undertaken. The objectives of the survey were to:

1. Find out the demographic and other characteristics of students attending the State University College, Fredonia.
2. Find out the reasons why students selected this particular college.

3. Find the types of positions graduates were accepting.

4. Examine the relationship between college preparation and employment attainment.

5. Explore suggested areas of instruction so that graduates may become more constructive contributors in society.

Procedures

Using the Student Information Form - 1968 of the American Council on Education as a base, the team developed a sixteen section instrument which was comprised of one hundred sixty-five forced-choice and two open-ended items. Specific concerns of the college community made adaptations imperative. The study was dubbed: SURVEY - '71.

From a master list of graduates, seven hundred fifty-three* graduates, mailouts were sent in January 1972. A series of follow-ups over a 5 month period resulted in a sixty percent return.

By May 1972, data were collected and ready for coding. The items under study fell into the following five main categories for discussion:

1. Demographic Information
2. College Life
3. Personal Opinion (structured responses)
4. Employment (status and expectations)
5. Comments (open-ended items).

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*This total dropped to 750: two persons were master's degree graduates; one was a computer error.

Respondents/Non-Respondents

The four hundred fifty who responded were compared with the three hundred who did not respond with respect to institutionally available data to test the possibility of response bias. The three categories used were major field area, sex, and cumulative grade point average.

Table 1 indicated that the response difference of the respondents/non-respondents by major field area was not significant at the .05 level.

Table 1. Percentages of 1971 Graduates in Major Field Areas

Response Categories	Arts and Sciences	Fine Arts	Professional Studies	All Programs
	Percent	Percent	Percent	Percent
Respondents	59	56	62	60
Non-Respondents	41	44	38	40
Total	100	100	100	100

$x^2 = 1.790$, p is not significant at the .05 level.

It can be concluded that the respondents are representative of the total graduating group as far as major field areas are concerned.

Table 2 gives the distribution of response frequence of respondents/non-respondents by sex.

Table 2. Percentages of 1971 Graduates by Sex

Response Categories	Male	Female	All Graduates
	Percent	Percent	Percent
Respondents	59	61	60
Non-Respondents	41	39	40
Total	100	100	100

$x^2 = .449$, p is not significant at the .05 level.

It can be seen that the respondent group is representative of total groups as far as distribution of sex is concerned.

The grouped cumulative grade point averages of the respondents/non-respondents are shown in Table 3.

Table 3. Percentages of Levels (low, average, high) of Grade Point Averages Attained by Graduates

Response Categories	High 3.25-4.00	Average 2.50-3.24	Low 2.00-2.49	Class of 1971
Respondents	60	62	56	60
Non-Respondents	40	38	44	40
Total	100	100	100	100

$x^2 = 2.70$, p is not significant at the .05 level.

The slight difference between the respondent and non-respondent groups is clearly not significant.

Since there was no significant difference between the respondent and non-respondent groups in major field of study, sex, or grade point average, we can be reasonably confident that the respondent group is truly representative of the total graduating Class of 1971.

Respondents gave insight into the type of student who attended the College, his perceptions of the educational process, and expectations for the future.

A code developed for unedited comments, of the open-ended item which concludes the questionnaire, gave added dimensions to the data.

SURVEY - '71 provided an overview of the backgrounds of the 1971 graduates in baccalaureate degree programs as well as some record of what happened since graduation.

CHAPTER II

HERE THEY COME

What type of person matriculated at SUC, Fredonia?

Why did students select this particular college?

What factors influenced their choice?

What economic backgrounds did the 1971 graduates come from?

How did students finance a College education?

SURVEY - '71 provided a view of the backgrounds of the 1971 graduates in baccalaureate degree programs.

Parental Education Level

The majority of the respondents did not "walk in their parents' educational footsteps." Table 4 indicates the level of formal education attained by the parents. A large percentage of parents finished their formal education with high school graduation (37 percent of the fathers, 48 percent of the mothers).

Table 4. Percentages of Formal Educational Levels Attained by Respondents' Parents (N = 450)

Categories	Grammar School	Attended High School	High School Graduate	Attended College	College Graduate	Post-Graduate Degree	Percent Total
Father	9	17	37	16	13	8	100
Mother	7	16	48	16	10	3	100

Thirteen percent of the fathers and 10 percent of the mothers had college degrees. These figures are counterbalanced by 9 percent of the fathers and 7 percent of the mothers who completed their formal education at the end of elementary school.

Marital State

Sixty-two percent of the population remained single throughout the college years. There were 6 percent who were married when they started to pursue a degree.

Table 5. Frequency of Percentage of Respondents by Marital Status

Categories	Married Pre-College	Married in College	Married Post-Graduation	Single	Total
Frequency	27	74	72	277	450
Percentage	6	16	16	62	100

Another 16 percent were married during their college years. Since graduation and prior to responding to SURVEY - '71, 16 percent had "walked down the aisle."

College Choice

Family (60 percent) rated highest as a major influence of respondents to attend college. This figure increased to 90 percent with the addition of the 30 percent of the graduates who rated the category as a minor influence.

The next most influential factors which respondents considered were "low cost" and "reputation of the College in specific areas." The athletic program was the least influential area of the items considered in College choice decisions. "Extracurricular activities" rated only slightly higher in the tabulation.

"Following the pack" or being with the "in crowd" obviously is not important when major decisions are made. Being with friends was not relevant (75 percent) to a College choice. Professional counselors and college placement personnel* were less influential than high school counselors and teachers.

*These professionals may 'plant the name of the College' in the minds of potential students but family, proximity to home, and low cost influence applicants far more. William Clark, Director of Admissions.

Table 6. Percentages of Influences on Decision to Enroll at College

Categories of Influence on College Choice	Persons or Events Contributing to Decision to Enroll at College*										
	Parent or Relative	H.S. Teacher or Counselor	Friends at College	Alumnus or College Representative	Professional Counseling or College Placement Service	College Athletic Program	Extracurricular Activities	Social Life of College	Opportunity to Live Away From Home	Low Cost	Reputation of College in Specific Area
Major Influence	60	31	9	9	6	3	7	8	30	42	40
Minor Influence	30	41	22	16	15	8	18	29	29	34	30
Not Relevant	10	28	69	75	79	89	75	63	41	24	30

*Transfers to Fredonia (29%) as well as students who initially enrolled at Fredonia are included.

Economic Background

The economic background of the families of respondents is at best a "guesstimate." A strictly personal matter, the request for estimated income before taxes was difficult to obtain. Three percent of the respondents did not respond or indicated "it is none of your business" and 12 percent checked "I have no idea."

Table 7. Estimated Annual Income Category, Before Taxes, of Respondents' Parental Families

Income Categories	Percentage* of Respondents
Less than $ 4,000	5
$ 4,000 - $ 5,999	6
$ 6,000 - $ 7,999	11
$ 8,000 - $ 9,999	17
$10,000 - $14,999	32
$15,000 - $19,999	13
$20,000 - $24,999	9
$25,000 - $29,999	3
$30,000 or more	4
Total	100

*The 15% of respondents who did not respond were distributed proportionately over the Income categories.

Table 7 clearly indicates a'plateau'in the estimated annual income of the parents.

The category into which the modal family (30 percent) fell was the $10,000 to $15,000 group. The percentages decreased proportionately in either direction from this mode to a group (5 percent) who indicated a parental income of less than $4,000. This group was counterbalanced by a group (4 percent) who estimated a family income of $30,000 or more.

Financing College

Financing a college education was a concern for 41 percent of the respondents. Table 8 shows this total in the 27 percent who had some financial concern and the 14 percent who expressed major financial concerns. Parent, or other family, support was provided for 26 percent of the group who responded.

Six percent of the population were self-sufficient. Scholarships or gifts provided 11 percent of the 1971 graduates with financial aid. Another group of 16 percent had repayable loans.

Table 8. Category Percentages of Respondents for Financing College Education (N = 534)*

Categories of Financial Security	Percentage
Major Financial Concern	14
Some Financial Concern	27
Family/Parental Support	26
Self Sufficient	6
Scholarship/Grant	11
Repayable Loan	16

*Due to item combination, the frequency of response totaled 534.

One quarter of the returns indicated support from a combination of resources. The collegians received money from many sources to remain in school.

The Student

A modal of the 1971 graduates came from a family with a $10,000 to $14,999 income. The parents were high school graduates who encouraged, influenced, and supported their unmarried children in College. Like many of their peer group, the collegian had additional aid through scholarship, grant, or loan.

This was the student who entered College and became a member of the 1971 graduating class.

CHAPTER III

COLLEGE YEARS

SURVEY - '71 provided an insight into the college background of the 450 respondents. The information concerning the activities during the college years of the 1971 graduates in baccalaureate degree programs has been set up in chronological order in this chapter.

Major Field Areas

Tables nine, ten and eleven show the percentages of the major fields in the areas of Arts and Sciences, Fine Arts and Professional Studies. The respondents indicated they had been enrolled in twenty-one different major fields.

Table 9. Percentages of Respondents in Their Major Fields in the Area of Arts and Sciences (N - 187).

Categories	Percent
Business Administration	3
Biology	14
Chemistry	3
Economics	14
English	14
Geology	3
History	5
French	5
German	3
Spanish	3
Mathematics	8
Physics	3
Political Science	5
Psychology	7
Sociology	5
Social Sciences	5
Total	100

Table 10. Percentages of Respondents in Their Major Fields in the Area of Fine Arts (N - 59).

Categories	Percent
Theatre Arts	9
Music	76
Art	15
Total	100

Table 11. Percentages of Respondents in Their Major Fields in the Area of Professional Studies (N - 204).

Categories	Percent
Education	91
Speech	9
Total	100

Colleges Attended

A majority of our respondents, 69 percent, attended SUC, Fredonia for all four years. Twenty-three percent came to SUC, Fredonia from a Junior College. Four percent came to Fredonia from another SUC unit. Seven percent came to Fredonia from another college or university and two percent came from another state.

Table 12. Percentage of Colleges Attended by Respondents.

Categories	N - 450
	Percent
SUC, Fredonia was the first college that I attended	69
I came to Fredonia from a Junior College	23
I came to Fredonia from a SUC unit	4
I came to Fredonia from another college or university	7
I came to Fredonia from another state	2

'71 Options and Changes

The uncertainty of the job market coupled with unemployment figures may have been a contributing factor for the 25 percent who changed major fields while in college.

There were 18 percent who changed career choices. Career changes may have been made by some students when they re-enrolled, since 10 percent dropped out of school temporarily during the college years.

Table 13. Percentages of Changes in Academic Programs and/or Career Choice of Respondents.

Categories	Major Field Changed	Career Changed	Dropped out Temporarily
Response Percent	25	18	10

Participation in Organizations

According to returns, respondents had varied interests outside of their regular course work during their four years of undergraduate work. Forty percent participated as an officer or representative in one or more student organizations that were recognized by the school. Twelve percent participated in state or regional musical events. Ten percent participated in theatre arts productions. Thirty-two percent participated in varsity or intramural sport activities and 6 percent participated in a fine arts exhibition. Ten percent were contributing members of The Leader, The Fredonian, The Contemporary, The Fig, or The Science Journal.

Table 14. Percentages of Respondents' Participation in Organizations.

Categories	N - 450
	Percent
Participated as an officer or representative in one or more student organization	40
Participated in state or regional musical events	12
Participated in theatre arts productions	10
Participated in varsity or intramural sport activities	32
Participated in fine arts exhibition	6
Participated as a contributing member of The Leader, The Fredonian, The Contemporary, The Fig, or The Science Journal	10
Participated in local, regional, state or national conference or exhibition	1

Scholarship Honors

Many of the respondents were recipients or members of scholarship awards or Societies.

Table 15. Percentages of Respondents Who Received Scholarship Honors.

Categories	N -450
	Percent
Was a member of a scholastic honor society (college)	12
Was the recipient of an educational or service award	8
Was a member of a scholastic honor society (local, state, national)	11
Attended college on a National Scholarship or Merit Program	5

Extra Activity Participation

Respondents were given a checklist of things they had done during their last year of college. They had been involved in extra activities. Many of them had participated in a student election. Forty-nine percent said they had voted frequently. Fifty-seven percent had not been involved in organized protests or demonstrations while 35 percent said they had been involved occasionally. Many did extra reading for a course. Sixty-two percent did so occasionally, 18 percent frequently did so. These activities and others are shown in Table 16.

Table 16. Percentage of Respondents' Extra Activities During the Last Year of College.

Categories	N - 450			
	Percent			
	Frequently	Occasionally	Not at all	Total
Voted in a student election	49	39	12	100
Studied in the library	63	33	4	100
Checked out a book or journal from the school library	66	30	4	100
Participated in organized protests or demonstrations	8	35	57	100
Was a guest in an instructor's or administrator's home	9	39	52	100
Did extra (unassigned) reading for a course	18	62	20	100
Tutored another student	8	46	34	100

Class Participation

The respondents participated in many ways in their classes. Forty-four percent overslept or missed a class or appointment occasionally but 48 percent never did either of these things. Forty-three percent occasionally argued with a teacher in class but 50 percent never did so.

A majority of the students asked a teacher for advice after class, 65 percent doing so occasionally and 26 percent frequently doing so.

These and other kinds of participation are shown in Table 17.

Table 17. Percentages of Respondents' Class Participation.

Categories	N - 450			
	Percent			
	Frequently	Occasionally	Not at all	Total
Overslept and missed a class or appointment	8	44	48	100
Argued with a teacher in class	7	43	50	100
Slept or dozed in class	4	35	61	100
Studied with other students	31	56	38	100
Asked a teacher for advice after class	26	65	9	100
Had vocational counseling	3	26	71	100

Discussions

Respondents were involved in discussions of various subjects. Seventy percent said they discussed religion occasionally. Fifty-eight percent discussed politics occasionally and 30 percent discussed it frequently. Forty-eight percent discussed sports occasionally.

Table 18. Percentages of Respondents' Discussions

Categories	N - 450			
	Percent			
	Frequently	Occasionally	Not at all	Total
Discussed religion	15	70	15	100
Discussed politics	30	58	12	100
Discussed sports	21	48	31	100

Travel

Some students visited places of interest. Forty-five percent took a trip of more than 500 miles occasionally but 34 percent had never taken a trip of that length. Fifty-three percent had visited an art gallery or museum occasionally but 29 percent had never visited these places.

Most of our students were free from getting traffic tickets. Seventy-two percent had never had one.

Table 19. Percentages of Respondents' Responses Concerning Trips

Categories	N - 450			
	Percent			
	Frequently	Occasionally	Not at all	Total
Visited an art gallery or museum	18	53	29	100
Took a trip of more than 500 miles	21	45	34	100
Got a traffic ticket	3	25	72	100

CHAPTER IV

THOUGHT-PROVOKING STATEMENTS GET PERSONAL REACTIONS

In SURVEY - '71, with 450 returns, respondent opinions were acquired through the thought-provoking statements in the questionnaire. There was ample evidence that serious thought had been given to the choices. Comments were often made in the margin to clarify the reason for checking the item that had been chosen.

Benefits to Students

Thirty-five percent of the respondents agreed strongly and 45 percent agreed somewhat with the statement that the college might benefit if more courses were elective.

They weren't so sure that grades should be abolished. Eighteen percent agreed strongly with the idea while 39 percent agreed somewhat. They were more assured about having course work more relevant to contemporary life and problems. Forty-seven percent agreed strongly and 45 percent agreed somewhat.

There was some hesitancy about having the college governed completely by its faculty and students. Only 14 percent agreed strongly but 40 percent agreed somewhat.

The respondents were almost unanimous in maintaining that classes

should be small. Seventy-one agreed strongly and 25 percent somewhat. They were almost as much in accord with the idea more independent study should be allowed. Forty-two percent agreed strongly and 48 percent agreed somewhat. These and other opinions are shown in Table 20.

Table 20. Percentages of Respondents' Opinions Concerning Ways Undergraduate Education at Fredonia Might Benefit Students.

Categories	N - 450				
	Percent				
	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Total
More courses were elective	35	45	16	4	100
Grades were abolished	18	39	26	17	100
Course work was more relevant to contemporary life and problems	47	45	7	1	100
More attention was paid to the emotional growth of the students	33	48	15	4	100
Students were required to spend a year in community service in the U. S. or abroad	19	38	27	16	100
The College was governed completely by its faculty and students	14	40	33	13	100
There was less emphasis on specialized training and more on broad liberal education	15	24	42	19	100
Small classes were maintained	71	25	3	1	100
More independent study was allowed	42	48	9	1	100
Students were allowed to pursue a double major	36	46	16	2	100
Fewer courses had been taken with more credits in each course	15	35	38	12	100
The college should consider adding a greater number of career options	44	42	10	4	100
The last year of high school was combined with the first year of college (3-1-3 program)	15	37	30	18	100

College Effectiveness

A high percentage of the respondents felt that the college faculty are more competent than the students in specifying the curriculum. Fifteen percent agreed strongly and 53 percent agreed somewhat. Fifty-four percent agreed somewhat with the statement that faculty promotions should be based, in part, on student evaluations. A large percent felt college officials did not have the right to ban persons with extreme views from speaking on the campus. Thirty-three percent disagreed somewhat and 48 percent disagreed strongly. Forty-three percent disagreed somewhat with the idea that most college officials have been too lax in dealing with student protests on campus. These and other opinions are shown in Table 21.

College Improvement

A large percentage of the respondents (65 percent) felt that a student's grades should not be revealed to anyone off campus without his consent. There was some doubt about most faculty being strongly interested in the academic problems of undergraduates. Thirty-four percent agreed somewhat but 38 percent disagreed somewhat. There was also some doubt about the statement, "Most professors don't do much to earn their pay." Twenty-seven percent agreed somewhat but 44 percent disagreed somewhat. These and other opinions are shown in Table 22.

Table 21. Percentages of Respondent Opinions Concerning Ways in Which the College Can Be More Effective.

Categories	N - 450				
	Percent				
	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Total
College faculty are more competent than are students to specify the curriculum	15	53	28	4	100
Colleges would be improved if organized sports were de-emphasized	5	16	45	34	100
My beliefs and attitudes are similar to those of most other college students	5	49	33	13	100
Faculty promotions should be based in part on student evaluations	22	54	18	6	100
Student publications should be cleared by college officials	3	24	38	35	100
College officials have the right to ban persons with extreme views from speaking on campus	6	13	33	48	100
Most college officials have been too lax in dealing with student protests on campus	10	25	43	22	100

Table 22. Percentages of Respondent Opinions Concerning Ways in Which the College Can Improve.

Categories	N - 450				
	Percent				
	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Total
A student's grades should not be revealed to anyone off campus without his consent	65	25	8	2	100
Much of what is taught in college is irrelevant to what is going on in the outside world	19	46	28	7	100
Most faculty are strongly interested in the academic problems of undergraduates	11	34	38	17	100
Colleges should be actively engaged in solving social problems	27	50	20	3	100
Most rules governing student behavior at college are sensible	17	55	21	7	100
Most professors don't do much to earn their pay	6	27	44	23	100

Social Benefits

The respondents did not agree that the activities of married women are best confined to the home and family. Twenty-seven disagreed somewhat and 62 percent disagreed strongly.

The majority of students did not feel that a college education increases one's earning power. Thirty-four percent disagreed somewhat while 42 percent disagreed strongly. They also did not think that students from disadvantaged social backgrounds should be given preferential treatment in college admissions. Thirty-four percent disagreed somewhat and 38 percent disagreed strongly.

Students weren't so positive about expelling or suspending those who disrupt the functioning of a college. Thirty-six percent agreed somewhat and 31 percent disagreed somewhat. These and other opinions are shown in Table 23.

Personal Attainments

The respondents had varied reactions to the statements seeking their opinions concerning things that related to personal attainments. They were in accord with becoming an authority on a special subject in their own special fields. Nineteen percent thought it essential, 31 percent thought it very important and 42 percent indicated it was somewhat important. Forty-five percent thought becoming a community leader was somewhat important while 40 percent thought it was not at all important. Fifty-seven percent thought creating artistic work such as painting, sculpture, decorating, etc. was somewhat important. These and other opinions are shown in Table 24.

Table 23. Percentages of Respondent Opinions Regarding Social Benefits to Our Society.

Categories	N - 450				
	Percent				
	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Total
The activities of married women are best confined to the home and family	3	8	27	62	100
Scientists should publish their findings regardless of the possible consequences	23	35	30	12	100
Realistically, an individual person can do little to bring about changes in our society	6	31	32	31	100
The chief benefit of a college education is that it increases one's earning power	3	21	34	42	100
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	6	22	34	38	100
Married women should have a major role in community and political activities	28	52	17	3	100
Students should be more militant in defending their interests	8	24	35	33	100
Students who disrupt the functioning of a college should be expelled or suspended	24	36	31	9	100

Table 24. Percentages of Respondents' Opinions Concerning the Benefits of Personal Attainments.

Categories	N - 450				
	Percent				
	Essential	Very Important	Somewhat Important	Not Important	Total
Being accomplished in one of the following arts (acting, dancing, etc.)	9	10	36	45	100
Becoming an authority on a special subject in my subject field	19	31	42	8	100
Becoming an accomplished musician (performer or composer)	8	6	18	68	100
Becoming an expert in finance and commerce	1	6	26	67	100
Becoming an outstanding athlete	1	6	20	73	100
Becoming a community leader	2	13	45	40	100
Making a theoretical contribution to science	2	8	23	67	100
Writing original works (poems, novels, short stories, etc.)	7	13	37	43	100
Creating artistic work (painting, sculpture, decorating, etc.)	11	20	37	32	100

Social Obligations

Many of the respondents believed it is important to obtain recognition from colleagues for contributions in special fields. Twenty-six percent said it was very important and 44 percent thought it somewhat important.

More students were in favor of being well-off financially. Twenty-five percent thought it very important and 50 percent indicated it is somewhat important. They were very much in favor of helping others who are in difficulty. Thirty-one percent thought it essential and 45 percent thought it very important and 20 percent thought it somewhat important.

A large majority of the students thought developing a meaningful philosophy of life was very important. Fifty-nine percent rated this as essential and 29 percent thought it very important. These and other reactions are shown in Table 25.

Table 25. Percentages of Respondent Opinions Regarding Social Obligations.

Categories	N - 450				
	Percent				
	Essential	Very Important	Somewhat Important	Not Important	Total
Obtaining recognition from my colleagues for contributions in my special field	10	26	44	20	100
Having administrative responsibility for the work of others	5	16	38	41	100
Being well-off financially	10	25	50	15	100
Helping others who are in difficulty	31	45	20	4	100
Participating in an organization like the Peace Corps or VISTA	4	15	48	33	100
Never being obligated to people	6	19	31	44	100
Keeping up to date with political affairs	21	36	36	7	100
Being successful in a business of my own	9	13	28	50	100
Developing a meaningful philosophy of life	59	29	10	2	100

CHAPTER V

OUT IN THE WORLD

Two aspects in the lives of 1971 graduates that are of particular interest are educational aspirations and employment status.

Educational Aspirations

A baccalaureate degree did not signify the end of formal education for many of the respondents. Many of the group were involved in educational programs at several levels in the year following graduation.

The undergraduate degree was obviously the first step on the degree ladder for 29 percent of the respondents who were already involved in graduate programs. There were 20 percent who had attended a College summer session.

Table 26. Percentage of Respondents Involved in Formal Educational Programs

Categories of Educational Programs	Percent (N = 450)
Attended a College Summer Session	20
Involved in a Graduate Program	29
Involved in a Certification Program	9
Involved in Continuing Education Courses	6
Attended Adult Education Courses in Area High Schools	4

Learning opportunities were provided for another segment of the graduates through continuing and adult education courses.

Employment Options

The picture created by SURVEY - '71 on employment revealed that one-quarter of the sample was unemployed. But, of this total, there were 4 percent who were not looking for work. Military service accounted for 6 percent of the respondents. Thirteen percent of the '71 graduates indicated "being a housewife" or "student" as their employment status.

Table 27. Percentage Indications of Employment Status of Respondents

Categories of Employment Status	Part-time Employment	Full-time Employment	Employed in Major Field	Military Service	Housewife or Student	Unemployed, Looking	Unemployed, Not Looking
Response Percent (N = 450)*	29	54	42	6	13	22	4

*Totals more than 100 percent due to multiple responses.

Part-time Employment

Part-time employment was the designated category for 29 percent of the population under study. (Figures are "muddied" because of dual responses by persons working part-time and seeking a full-time

position, and others who are working full-time but are searching for employment in the area of major concentration.) The most realistic figure is the 54 percent who are employed full-time coupled with the realization that 42 percent of the total number of respondents are employed in the major area of undergraduate degree work.

Present Employment Versus Future Expectations

SURVEY - '71 divided the section on employment into Present and Long-Term categories.

Table 28. Percentage of Present and Long-Term Employment Choices of Respondents

Categories		Present* (N = 557)	Long-Term* (N = 642)
Government:	Federal (including military)	4	4
	State and Local	7	8
Education:	Preschool and/or Kindergarten	7	4
	Elementary School	23	25
	Junior High School	13	8
	Senior High School	8	11
	Junior or Community College	1	6
	Four-year College or University	3	6
Other Non-Profit Organizations:			
	Hospital, Clinic	3	4
	Social, Welfare, or Community Agency	2	3
	Church	1	1
	Other Non-Profit Organization	3	1
Business, Industry, Services:			
	Self-employed	2	4
	Small Company (up to 1000 employees)	6	3
	Large Company (more than 1000 employees)	5	4
Other:	(including student, housewife)	11	8
None:	(do not plan to work)	1	-

*Totals exceed 100 percent due to multiple responses.

Education as a Career

There were 55 percent of the respondents who were employed in the field of education with an anticipated future involvement of 60 percent. The education field was the largest single employer of respondents. Besides the professional studies group, there were graduates in the areas of Arts and Sciences and the Fine Arts programs who were employed in the teaching profession. Career teachers apparently intend to move up the academic ladder into positions in higher education.

Other Career Areas

The percentage of respondents who chose working in non-profit organizations remained constant between present and long-term career expectations. Table 28 indicates a shift within the general category, however. Business, industry and service areas of employment remained relatively constant with only a 2 percent variable between present and future expectations. Once established in a business or non-profit organization, the '71 graduate intends to remain in it.

Teaching Levels

Specific teaching assignments revealed that 24 percent of the '71 graduates were assigned classes from nursery to sixth level. This percentage increased with the addition of the 7 percent who substituted at these levels. Special areas (art, music, speech and hearing) accounted for 12 percent of the positions which the

'71 graduates held. Included in the 1 percent of the respondents, who were involved in teaching at the college level, were graduate assistants.

Table 29. Percentage of Respondents Teaching in 1972-73 Based on Academic Level

Category	Percentage of Respondents in Specific Teaching Assignments
Nursery through Sixth	24
Junior High School	5
High School	6
College	1
Special	12
Substitute	7
Teaching	55

Types of Schools

Of the two hundred fifty-three respondents from the toal population employed as educators in 1971, there were 90 percent employed in the public schools. Private and parochial schools claimed another 6 percent of the teachers. Other educational institutions embraced the final 2 percent who were employed in the educational field.

Table 30. Percentage of Teaching Respondents in Specific Types of Schools (N = 253)

School Categories	Percentage of Teaching Respondents
Parochial	4
Public	90
Private	2
Other	4

Anticipated Years in Education

When queried about years of expected service, 25 percent of the graduates who were teaching in '71 intended to make it a life-long career. There were 5 percent who expected a career of thirty years. There were 32 percent who would not attempt a "guesstimate" of years to be spent "in the classroom."

Table 31. Percentage of Anticipated Teaching Careers of Respondents

Anticipated Length of Teaching Career		
Category	All Respondents (N = 450)	Career Teachers (N = 253)*
Unknown	18	32
1- 5 years	12	22
6-10 years	5	8
11-15 years	-	2
16-20 years	3	6
20-30 years	3	5
Lifetime	14	25

*This number includes students from Arts and Sciences, Fine Arts, and Professional Studies programs.

Employment Options

The final group under consideration on employment concerns all "other" types of employment. There were many (27 percent) of the respondents who were employed in situations where their area of major concentration was not a factor in securing the position. Occupations ranged from radio announcer to long-distance operator; from bartenders to receptionist; from salesman to United Parcel Service employee.

Table 32. Employment Status of Respondents in Percentage

Employment Categories	Teaching	Graduate Assistant	Graduate Student	Unemployed	Other
1971 Graduates	55	3	10	5	27

Salary differential may "highlight" the fact that these people were not working in their degree area but who can determine whether or not graduates of '71 were "using" their education in their work?

Many of the respondents had definite goals and aspirations. They were out in the world and knew where they were going.

CHAPTER VI

THEY'RE THINKING, THEY'RE THINKING

Perhaps the greatest value of SURVEY - '71 lies in the comments made by graduates who took time to express their ideas on several phases of college life.

The design of the instrument solicited responses through two "open-ended" items. Twenty-two percent of the total population responded to the phrase "undergraduate education might benefit students if..." which completes the coded section. The coded section used a response continuum (agree strongly, agree somewhat, disagree somewhat, disagree strongly) for a series of statements. The item is reported in Chapter IV. There is a possibility that greater individual response would have been realized if the section had not been so global.

Involvement (a wider scope of pre-service experiences) and course work were the most frequently mentioned ways of improving education according to statements of the 1971 graduates. "Methods" and "relevance" of experiences also rated high on the list as important to the group.

Respondents Reactions

Respondents also had an opportunity for individual comments about College life in Fredonia at the conclusion of the multi-item questionnaire. Interested and concerned, 31 percent took the

time and effort to react to a variety of topics. It is evident that many students had given considerable thought to their responses. Examples were often cited and, frequently, students indicated possible solutions or alternate plans of procedures for consideration.

Commentary covered a wide variety of interests and concerns. Subject matter ranged from personal areas of adjustment to relationships; from administrative procedures to the "publish or perish" syndrome. SURVEY - '71 received a substantial number of comments.

The length of responses varied from a single four-letter word to several handwritten pages.

Established Code

Because the open-ended section was subjective in nature, it was doubly difficult to code objectively. The investigator who coded the section used the following key:

complimentary - which included only positive, non-suggestive comments (e.g. I loved my college years.)

constructive - which included suggestions for remedying situations (e.g. A practical course for handling money is needed.)

critical - which included all negative statements (e.g. College courses are a bore.)

mixed - which includes combinations of 1 through 3.

Response Frequency

A general statement area under the umbrella of College Education, drew the highest frequency of response in the complimentary code and placed relatively high under the coding for constructive criticism and critical comment.

Table 33. Unrestricted Open-End Responses (N = 141)

CATEGORY	Complimentary Comment	Constructive Comment	Critical Comment	Mixed (1-3)	Total
Adjustment	-	11	8	-	19
Administration	1	4	11	1	17
Advisement	-	7	6	1	14
College Education	33	19	20	4	76
Contemporary "Guests"	-	4	-	-	4
Course Offerings	2	30	28	-	60
Curriculum	3	18	18	10	49
Drugs	-	1	4	1	6
Electives	1	5	3	2	11
Employment	-	6	8	2	16
Enrollment	-	1	1	-	2
Evaluation	-	2	6	2	10
Graduate Programs	-	1	3	2	6
Growth	1	3	5	2	11
Housing	-	9	9	1	19
Involvement	2	13	15	-	30
Methods	1	5	10	2	18
Minority Groups	-	1	3	-	4
Placement	-	2	3	-	5
Professors - Teachers	8	9	22	8	47
"Publish or Perish"	-	-	10	3	13
Student Relationships	13	19	16	10	58
SURVEY - '71	19	25	13	8	65

Coded copies of unedited responses are available upon request.

Constructive comments polled the highest tallies under headings of course offerings, student relationships, and curriculum. SURVEY - '71 drew a high percentage of comments under this code, too. Critical reactions were most frequent in response to course offerings, curriculum and professors' teaching. Total frequencies of response under all the codes indicate major concerns of the graduates of 1971.

The sensitivity of the replies made it difficult to discuss the responses in this chapter except in a general way. The students reacted openly. They made critical and constructive suggestions for implementing educational changes at the College. Ideas were carefully thought through and reasons were often given for their comments.

The students did respond!

CHAPTER VII

RESPONSIVE GRADUATES

SURVEY - '71 has provided a picture of the graduates of 1971. The instrument has assessed higher education through the target group - the students themselves.

Who Responded

Responses came from representatives of the Peace Corps, graduate students in a variety of programs, graduate assistants, teachers on all educational levels, teacher aides, clerks, factory workers, homemakers, and the ranks of the unemployed.

Although most responses came from New York state, some graduates have traveled from this locality. Replies to SURVEY - '71 came from coast to coast - from Massachusetts to California, from Florida to Canada, from Korea and Thailand.

The Class of '71 is a mobile one!

The Modal Student

Most members of the 1971 graduating class entered SUC, Fredonia as freshmen. Their choice was influenced by parents, high school personnel, and based on the cost of financing schooling, and the opportunity to be "away from home."

When enrolling at Fredonia, most students had already chosen a major area of study. The choice had been considered carefully and was not changed during the pursuit of the degree. Educational experiences were largely confined to a formal class structure. There were few opportunities for independent study during the college years.

Most members of the Class of '71 participated in college organizations and sports but did not become involved in organized protests or demonstrations. The collegians did not run for office but voted in elections. They had visited an art gallery and had traveled some.

As seniors, they used the library for studying, checked out books and materials, and occasionally did extra reading on a subject for class. Most of the group studied with other students, sought advice from professors after class sessions, and tutored peers. Discussions were often held on religion, politics, or sports.

The education which led to a baccalaureate degree, resulted in teaching positions for most students. Positive attitudes toward SUC, Fredonia were apparent throughout the data. In retrospect, the majority of graduates were convinced that:

college life was good

more College courses should be elective and relevant to contemporary life and problems

grades should be considered a personal matter

class size should be small

the College should add a number of career choices.

The graduates had personal convictions, too. High priorities were placed on:

a meaningful philosophy of life

helping the less fortunate

financial security.

SURVEY - '71 was viewed as a positive approach in soliciting opinions of former students. It was generally considered by the respondents to be a constructive attempt by the College to open communication lines with its newly-acquired Alumni. More follow-ups were suggested.

Supportive Plans

Many of the recommendations and ideas which come out of SURVEY - '71 provide positive support for New York State plans.

> "The undergraduate curriculum in teacher preparation will be re-examined, and continual emphasis will be given to the practicum experience in the preparation of teachers."[1]

> "Goals for the preparation of teachers should involve a number of pertinent agencies and individuals, including schools, higher institutions, professional staffs, and relevant agencies."[2]

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[1]Master Plan of SUNY - 1972, pg. 27.
[2]Proposed Regents State-wide Higher Education Master Plan, pg. 62.

In Summary

The group responded beyond all expectations:

They revealed their backgrounds and recalled pre-college events.

They reviewed their college years including a variety of extracurricular activities.

They reported on their lives during the first months after receiving their diploma.

They reacted to the entire educational experience by sharing their ideas and concerns.

Education was, and is, important to the Class of 1971.